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ABSTRACT

A summative evaluation assessed the progress made by three elementary magnet schools during three years of implementing a communications and writing magnet theme in the Kansas City, Missouri, school district. The program of communications and writing at the elementary level (serving approximately 250 students each year) was designed to provide students the opportunity to express themselves through reading, writing, speaking, and listening. Data included classroom observations, school visits, perceptual questions administered to teachers, students, and parents, interviews with school principals and administrators, and achievement data. Results indicated that: (1) while the majority of parents were satisfied with the program, many parents expressed contradictory feelings about the relative significance of the theme content in their choice of school; (2) student perceptions of the theme were inconsistent and somewhat contradictory; (3) teachers expressed support of and commitment to the theme, but expressed dissatisfaction with staff development programs, student attendance, and communication with parents; and (4) a cohort of communications and writing elementary students outperformed the district on standardized tests. Recommendations are to make efforts to improve student behavior and interpersonal relations, improve the attraction of the elementary communications and writing theme, and improve staff development programs. (Contains 10 references, and 13 tables and four figures of data. Appendixes presenting nine tables of data and the evaluation report feedback form are attached. (RS)

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Summative Evaluation of the Communications and Writing Magnet Elementary Schools

1989-1990
1990-1991
1991-1992

Sharon L. Newbill
Program Evaluator

September 1992

Evaluation Office
Desegregation Planning Department
The School District of Kansas City, Missouri

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Summative Evaluation
of the
Communications and Writing
Magnet Elementary Schools

1989-1990
1990-1991
1991-1992

Major Findings and Recommendations

The communications and writing theme at the elementary level has experienced mixed success throughout three years of implementation. Considering court-order desegregation, New West, a new school, has integrated, except for the third grade. Minority enrollment at Attucks and Troost has not decreased steadily as desired, yet almost every grade at these two schools moved nearer the desegregation goal of 60%/40% during the first two years of theme implementation. Court-ordered desegregation goals were met this year at Attucks kindergarten and first grade, and the first, second, and fourth grades at Troost.

Considering theme implementation, potential hindrances to successful implementation of the theme surfaced in the parent perception survey: 1) the communications and writing theme was not the first choice of about a quarter of parents and 2) for 40% of parents, the major factor influencing their decision in choosing a school was location. Yet, many parents did consider theme important as well, but expressed contradictory feelings about the relative significance of theme content in their choice of school. Furthermore, the majority of parents of fifth grade students stated they did not intend sending their child to Westport Middle School Communications/Writing Magnet.

Importantly, regardless of why their child was enrolled, the majority of parents were satisfied with the program, their child's progress in academics, the positive effect of the theme on achievement, and the teachers and principals. Parent perceptions about the communications and writing magnet elementary schools changed little since theme implementation, with about 90%-95% satisfied with the program every year. New West parents were satisfied with the extended day program at New West, which was the only elementary communications and writing school with an extended day program.

Student perceptions of the theme were inconsistent and somewhat contradictory. Eighty percent expressed satisfaction with the theme and their school. However, less than 70% wanted to return

next year and satisfaction with the theme had declined slightly since implementation. The majority of students agreed they had opportunities to learn and use theme-related technology and to participate in theme-related events during the year. Importantly, the majority felt their teachers and principal cared about them. Less than half of the students felt they got along well with other students or thought their peers were well behaved in class. Yet, their perceptions of one another had improved since last year.

Highlights found in this years evaluation included teachers continual support of and commitment to the theme. Also, teacher perceptions of the magnet program had improved since implementation. Areas of dissatisfaction expressed by teachers were staff development programs, student attendance, and communication with parents.

Another highlight was the finding that a cohort of communications and writing elementary students outperformed the district on ITBS standardized tests. Achievement of a 1989-1990 kindergarten cohort of communications and writing students, with three years in the magnet theme, was tracked. The communications and writing students outperformed district students in the ITBS subtests of reading, language and math every year and in every grade, except kindergarten language. On the MMAT, only Troost scored above the district averages in reading/language arts and math; Attucks scored at the district average in reading/language arts. None of the elementary communications and writing schools exceeded state averages. The difference in averages between the communications and writing magnets and the state were meaningful, except in reading/language arts at Troost.

As a result of the third year summative evaluation, these recommendations are offered:

1. Make efforts to improve student behavior and interpersonal relations. In the student survey, less than half of the students felt their peers were well behaved in class or that students got along well with one another.
2. District and school efforts should be directed to improving the attraction of the elementary communications and writing theme. Forty percent of parents cited location as the most important factor for enrolling their child in an elementary communications and writing school. Also, a slight majority of parents of fifth graders stated they would not be sending their child to the communications and writing middle school.
3. Improve staff development programs. Current year teacher perceptions of staff development marked a three year low, with a third of teachers expressing dissatisfaction with the programs.

Program Description

The three communications and writing elementary schools, Crispus Attucks, New West, and Troost Academy, operate as part of the *Long-Range Magnet School Plan*, hereafter referred to as the *Long-Range* Plan (Hale and Levine, 1986). The *Long-Range Plan* (Hale and Levine, 1986, p. 64) established the focus of the communications/writing magnet programs as training "Students [to] develop critical thinking skills, speech, language, analytical skills, self-awareness, and interpersonal skills." The sequentially developed set of course offerings is designed to prepare students for college training in communication studies and eventual careers in some area of communication. Elementary students may continue in the communications and writing theme at Westport Middle School and then finish at Westport High School.

The program of communications and writing at the elementary level is designed to provide students the to express themselves through reading, writing, speaking and listening. Eleven theme strands are described in the curriculum plans developed by each school. The strands are: commercial arts, computer, creative writing/composition, dramatic arts, journalism, listening, mass media, photography, public/human relations, public speaking, and text.

Of the elementary communications and writing schools, New West has an extended day program of theme-related and academic activities. Theme-related activities included Spanish programs since New West offers a foreign language theme as well as communications and writing.

Evaluation Design

The summative evaluation assesses the progress made by three elementary magnet schools during three years of implementing the communications and writing magnet theme. A summative evaluation generates information on impact and outcomes of a program. As such, it provides decision-makers with evaluative information useful is assessing program expansion, continuation and termination (Scriven, 1967). Questions addressed in this summative evaluation were:

1. Has the school met established enrollment goals?
2. Was the program implemented as detailed in the *Long-Range Magnet School Plan* (Hale and Levin, 1986) and site planning outline for the elementary schools *(Attucks Communication and Writing Magnet School Planning Outline, 1989; New West Planning Outline, 1989; Troost Communications and Writing Magnet Site Task Force Plan, 1989).*
3. What are parent, student, teacher, and school leadership perceptions about and attitudes toward the program?
4. What are the levels of student achievement in the theme since its implementation?

Program implementation was evaluated from data collected through classroom observations, school visits, perceptual questions administered to teachers, students and parents, interviews with the school principals and administrators, and achievement data. Enrollment data were obtained from the districts research office and are reported for three years (base-line and three years of theme implementation). In some instances, perception information were in an open-ended format. Responses to these types of questions are mentioned if 10% or more of the population surveyed responded similarly. Student achievement data, measured by the Iowa Tests of Basic Skills (ITBS) and Missouri Mastery & Achievement Tests (MMAT), are reported. Performance on the ITBS through four years of implementation is examined using cohort analysis. Pertinent historical data from previous years implementation are included in the evaluation where available.

Results

Enrollment

A goal of integration defined for each magnet school is a ratio of 60% minority and 40% non-minority at each grade level. Traditional schools converted to magnet schools, originally having a greater than 60% minority student population, such as Attucks and Troost, are expected to move at least 2% closer to 60% minority in each grade every year. New West is considered a new school and, as such, is required to meet the 60% minority/40% non-minority criteria.

Enrollments by minority status are presented for the year prior to implementing the communications and writing theme and the three years of magnet theme implementation (Table 1). The year prior to implementation (1988-1989) is treated as the baseline year and gives perspective to the magnet year data. Attucks experienced the slowest progress in desegregation with only kindergarten meeting court-ordered requirements. Troost improved modestly in all grades, meeting the 2% guidelines, except third and fifth grades which remained unchanged from last year. New West met court-ordered desegregation goals, except for the third grade. Trends in desegregation for Attucks, New West and Troost were developed by the KCMSD Research Office (Figures 1a through 1c). These figures show that progress toward desegregation was fairly rapid during the first years of theme implementation, but has slowed this year, except at New West.

Implementation

In this section, the current status of selected areas of the communications and writing program at each school are examined. Areas discussed are of interest to decision-makers at the district and school level, and are key features of program functioning.

Staff. All staff positions at each of the schools were filled at the beginning of the year. Attucks had new media and writing lab teachers and Troost had a new counsellor. Troost became a Chapter 1 school in 1991-1992 and had a teacher-paraprofessional team in every classroom. New West lost the two resource teachers mid-year, with a replacement for one position hired in March. Absence of these teachers made theme implementation more difficult for the classroom teachers who shouldered the resource teaching responsibilities.

Renovation/Construction. Currently, only Troost is operating at its permanent site. New facilities are under construction at alternate sites for both Attucks and New West. Renovations to the existing building at Attucks last year improved the learning environment. New West is located at the site of the Douglas Elementary School and ground-breaking ceremonies occurred at their new site early in the year. Currently, a completion date of August, 1992 is projected for the new elementary schools for Attucks and New West.

Communications and Writing Theme Aspects

Classroom observations. From October through May, classroom observations were made weekly at each of the three schools. During each visit, a random selection of three types of classroom were observed: general instruction time, laboratory time, and support classes (i.e., music, art, physical education). Each setting was observed for 20 minutes with each minute representing a new observation interval. Data regarding the occurrence of indicators of program implementation were gathered. These signature behaviors were identified from the goals stated in the planning outline of each school and through consultation with school leadership and teaching staff. These behaviors were expected in classroom and laboratory settings:

a. critical thinking
b. problem solving
c. creative writing
d. writing (process)
e. public speaking
f. listening
g. reading

Additionally, the frequency of hands-on opportunities and infusion of the theme were recorded in all classrooms. Lastly, the interaction between teacher and student (i.e., teacher encourage, pupil initiates) and form of instructional delivery (i.e., lecture, reading, directing) were noted.

A total of 3980 observational minutes were completed in the communications and writing theme. Each school had at least 1300 minutes of observations which were nearly equally divided among general classroom, laboratory and support classroom settings.

Classroom activities are reported for each school and for the theme (elementary schools combined) in Table 2. Instruction involved the total group most of the time at Attucks and Troost (at least 50%). New West teachers taught primarily in small groups (38%), with total group instruction comprising an additional third of observation intervals. Student actions varied among the schools. In the classroom, reading and listening were the predominate learning activities occurring at each school. The reader is cautioned to be aware that there is no optimal amount of time for the incorporation of any activity in the classroom or laboratory. Also, there is ambiguity involved in distinguishing minute-by-minute among complex activities, such as critical thinking and problem solving. A rather narrow interpretation was used, with the most obvious activities (e.g., creative writing) recorded during each minute when, in fact, other activities may have occurred as well, but less noticeably.

Problem solving and hands-on activities were observed more often at Attucks than at New West or Troost. New West students more frequently engaged in process writing activities compared to Attucks and Troost. The later schools had students involved in creative writing projects in the classroom more frequently than process writing. Reading played a larger and process writing a lesser role in classroom instruction at Troost than at the other schools.

Primary instructional behaviors observed were teacher direction, teacher lecture, and teacher questioning. Pupil initiation or response as the primary or first behavior occurred less than 10% of the time. The predominant teacher-pupil interaction behavior (e.g., first and second behaviors occurring in each observation minute) observed at each school was teacher question-pupil response (about 29% of observations).

Activities in the media, computer and write-to-read laboratories are reported for each school and for the theme (elementary schools combined) in Table 3. All laboratory observations found equipment working and the students actively engaged in their work. Creative writing and process writing were the most frequently observed laboratory activities in all schools.

Individual instruction was the primary means of learning in the laboratories at each school. The time spent individually varied among schools with 90% at New West and 69% at Troost. Process writing was the principle activity occurring in the laboratories. Public speaking was the next most

frequent activity at Attucks and Troost, whereas New West engaged in less public speaking with relatively more problem solving activities.

Teacher-pupil behaviors in the laboratories were similar to that observed in the classroom. As with the classroom, the predominant interaction behavior was teacher question-pupil response (about 20% of observations).

Infusion of the theme was observed in 75% of all observations, with the classroom (98%, Table 2) and laboratory (100%, Table 3) being the primary centers of infusion activities Infusion was observed in support classes (e.g., art, p.e., and music) less than 30% of the time (not tabled). These percentages varied little among schools. Teacher self-report of infusion differed somewhat with 99% believing they have been able to infuse the theme in the subjects they teach (see *Teacher Perceptions*, Table 7).

Physical evidence of the theme. The classrooms and halls of each school were checked four times during the year for physical evidence of the communications and writing theme. Specific types of evidence (e.g., banners, posters, writing, photographs, etc.), theme strands (e.g., journalism, radio, photography, commercial art, etc.), and author of the work (e.g., student, teacher, school, or commercial) were noted. The findings are reported in Table 4.

In every school, journalism (about 30% of evidence) was the most frequent strand evidenced. About one-fourth of the evidence found was in either commercial art and photography. Public relations and imaging strands were not noted in any school, and electronics strand was found rarely (4%). Types of evidence were posters, vocabulary, books, art work, and writings predominantly. Authors were almost evenly divided between teacher, commercial and students; evidence was multi-ethnic in almost every case.

Perceptions

Student Perceptions. One classroom from the first through the fifth grades at each of the communications and writing elementary schools (approximately 25% of the student body) was selected randomly to receive a developmentally appropriate questionnaire. Perceptions of the students as a group are presented in Table 5, and Appendix A, Table A-1 presents student perceptions through three years of magnet theme implementation and results of the survey for each school are in Appendix A, Table A-2

The results of the student survey were mixed: over 80% stated they were glad to be going to a communications and writing school and liked learning about communications and writing, yet less

than 70% wanted to return next year or would someday like a job using the skills they were learning (Table 5).

The majority of students agreed they had opportunities to learn and use theme-related technology and to participate in theme-related events during the year (Table 5). The only concern which emerged from their perceptions involved student interpersonal relations. Less than half of the students felt they got along well together and that their peers were well behaved in class. However, the majority felt safe at school, which may be attributed in part to the care they believed they were receiving from their teachers and principal. Student relations may not be quite so gloomy since their perceptions of each other improved considerably since last year (Appendix A, Table A-1).

There was considerable variation among schools in several items surveyed (Appendix A, Table A-2). These primarily relate to feelings of satisfaction with the theme and student relations. Generally, Troost students were least satisfied with the theme and New West students had the poorest perception of each other.

Teacher Perceptions. All teachers, at each of the three elementary communication and writing elementary magnet schools, were given the opportunity to respond to questionnaires at the beginning and at the end of the school year. Responses to the end-of-year questionnaire with all schools combined are presented in Table 6; Appendix B, Table B-1 presents teacher perceptions of common questions asked each year of theme implementation. Responses by school for the current year are in Appendix B, Table B-2.

Generally, the communications and writing elementary teachers expressed satisfaction with their magnet program, other teachers, the administration, school organization, and school atmosphere (Table 6). Teachers felt challenged by the program, and felt they could successfully reach and motivate students. Their perceptions and ratings of the program had improved since theme implementation (Appendix B, Table B-3). Staff development continued to be troublesome for about a third of teachers, with this year marking a three-year low. Other areas of some concern expressed by teachers were student attendance and communication with parents. A quarter of teachers did not believe their school had an effective policy to maintain student attendance, and almost one-third did not feel communications with parents were good.

Considering teacher perceptions by school reveals some differences most notably at New West. Teachers at New West differed markedly from Attucks and Troost in demonstrating more unfavorable perceptions of their ability to reach difficult students, the school atmosphere, attendance program and communication with the principal (Appendix B, Table B-1). Also, teacher ratings of

the program at New West fell markedly compared to the previous years (Appendix B, Table B-3). Write-in responses to the question asking teachers to identify things which made it hard to implement the magnet theme solicited comments from all seven New West teachers regarding class size, scheduling, teaching a "split class" (i.e., two grades in one class), absence of resource teachers (one died and one resigned mid-year, with one replacement arriving in March), and non-availability of resource teachers (e.g., teachers claimed the resource teachers were pulled to do administrative tasks rather being a resource to the theme).

Parent Perceptions. Parents from each of the three communication and writing elementary magnet schools were called randomly and given the opportunity to present their perceptions of the theme and school. Numerous parents could not be reached for interview which limited the sample to about 15%. Parent responses are presented for all schools in Tables 7 through 9 and by school in Appendix C, Tables C-1 through C-4.

Parental statements regarding their reasons for choosing a magnet theme were contradictory (Table 7). Among choices offered in the survey, location was the most important factor 40% of parents gave for enrolling their child in a communications and writing school, with theme most important for 19% of parents. This finding in supported in Table 8, with location being the most frequently (47% of parents) cited factor in their decision to enroll in their child's school. A greater percentage of parents at Troost and New West than at Attucks gave location as a factor in their decision to enroll in a magnet school (Appendix C, Table C-1). Yet, this perception is in conflict with the statement by the majority of parents at all three schools that the communications and writing theme would be their first choice of school regardless of location (Table 7 and Appendix C, Table C-2). This response also contradicts the report from fifth grade parents at New West (100%) and Troost (58%) that they did not intend sending their child to Westport, the communications and writing middle school (Appendix C, Table C-1). Sixty-three percent of Attucks parents with fifth grade students indicated they would send their child to Westport Middle school. Also, the communications and writing theme was not the first choice of about a quarter of parents at each school. Thus, conclusions about the choice of magnet theme are tentative, but suggest that, while elementary theme was important to parents, location near home was the most important factor parents considered in choosing a magnet theme. These rather confused and somewhat unfavorable parental perceptions reveal factors which could hinder theme implementation at the communications and writing elementary schools.

Importantly, from Table 8, regardless of why their child was in a communications and writing school, the majority of parents were satisfied with the school (95%), their child's progress in academics (reading 88%, writing 90%, and math 87%), the positive effect the theme has had upon their child's achievement (90%), the teachers (94%), and principal (97%). Of the three schools, New West received the lowest parental satisfaction in nearly all categories, except increased ethnic understanding and sensitivity (Appendix C, Table C-1). Parent perceptions from all schools about the communications and writing magnet elementary schools changed little since theme implementation (Appendix C, Table C-3), with about 90%-95% satisfied with their school's program every year.

Three-fourths of the parents used district transportation (Table 9), and at least 95% of parents from every school expressed satisfaction with timeliness and safety this year (Appendix C, Table C-4).

Extended Day

Of the communications and writing elementary magnet schools, only New West Elementary had an extended day program. The program was designed to provide academic enrichment, tutorial programs, computer experience, opportunity for creative expression in crafts and the performing arts, and an opportunity to participate in team sports. Having a dual theme, New West also offered enrichment activities in Spanish language and culture.

The enrollment figures through three years of implementation are presented in Table 10. Compared to previous years, the percentage of minorities increased and non-minorities decreased. Over-all enrollment figures were similar to those one year ago. Compared to 1991-1992 total enrollment figures for New West, extended day enrolled a higher percentage of minority students (64% total student body compared to 73% extended day).

From the results of the perceptual survey, only about two-thirds of parents with children in the communications and writing theme at New West enrolled their child in extended day (Table 12). The perceptions of these parents toward the extended day program were favorable. The majority of parents sent their child to extended day because the hours fit their work schedule rather than for enrichment or catch-up needs of their child.

Achievement

Student achievement was measured by end of the year standardized tests. For the elementary schools, the tests were the Iowa Tests of Basic Skills (ITBS) and Missouri Mastery and Achievement Tests (MMAT). The results for the ITBS are reported for the baseline year and the three years of

magnet theme implementation. ITBS results in reading, mathematics and language scores for minority and non-minority groups are reported as well as district and national norms. Cohort analyses of the scores were conducted as a means of describing trends in achievement since theme implementation. Scores on the MMAT tests, taken by third graders, and the corresponding national percentile rank and the district norms are reported.

Iowa Tests of Basic Skills (ITBS). Student achievement data during the past four years are presented in Table 12 by school, grade, subject tested, and ethnicity. The percentile ranks reported are calculated from mean grade equivalent scores and indicate the relative performance of the students as compared to the 1985 national norms. Considering minority/non-minority scores combined, with one exception (Attucks fourth grade language score), fourth and fifth graders scored below district averages in reading, language, and math. Troost students scored below district averages in every subtest and in every grade, except kindergarten. Attucks students scored above district averages in every subtest from kindergarten through third grade. Their performance this year represents a large improvement from previous years. New West third grade students out performed the district in all stubtests, and second graders exceeded district averages in reading and math.

To evaluate the performance of the communications and writing elementary students through time, a kindergarten cohort is followed through three years of testing. The cohort of students were enrolled in kindergarten in 1989-1990 and currently are in the second grade. These students have been in the communications and writing theme during the past three years.

The results of the longitudinal analysis of ITBS scores in reading, language and math are presented in Figures 2 through 4, respectively. The communications and writing 1990 kindergarten cohort outperformed the district every year and in every grade, except kindergarten language.

Missouri Mastery & Achievement Tests (MMAT). Table 13 presents the results of current year MMAT tests by school in reading/language arts and math. MMAT scores are reported in average scale scores and can be compared to district and state averages. Only Troost scored above the district averages in reading/language arts and math; Attucks scored at the district average in reading/language arts. None of the elementary communications and writing schools exceeded state averages. According to the *Missouri Mastery and Achievement Tests, Guide to Score Interpretation and Use* (Missouri Department of Elementary and Secondary Education, 1990), a meaningful difference between groups occurs if 25 points or more separates their scores. By this criteria, the difference in averages between the communications and writing magnets and the state were

meaningful, except in reading/language arts at Troost. Also, in this subtest, Troost students significantly outperformed other district students.

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Table 1

Communications and Writing Elementary Schools
Minority and Non-Minority Enrollment
September 1988, 1989, 1990, 1991and 1992

School	1988 - 1989				1989-1990				1990-1991				1991-1992			
	Min.		Non-Min.		Min.		Non-Min		Min.		Non-Min.		Min.		Non-Min.	
Grade	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Attucks																
Kind.	50	100%	—	—	23	66%	23	34%	27	61%	17	39%	19	54%	16	46%
First	46	98%	1	2%	38	95%	2	5%	29	71%	12	29%	31	72%	12	28%
Second	29	100%	—	—	49	82%	11	18%	37	82%	8	18%	34	85%	6	15%
Third	22	85%	4	15%	35	92%	3	8%	53	84%	10	16%	39	91%	4	9%
Fourth	28	97%	1	3%	33	73%	12	27%	37	76%	12	24%	44	76%	14	24%
Fifth	33	89%	4	11%	29	88%	4	12%	36	73%	13	27%	36	77%	11	23%
Total	208	95%	10	5%	207	82%	44	18%	219	75%	72	25%	203	76%	63	24%
Grand Total		218				251				291				266		
New West																
Kind.	—	—	—	—	10	53%	9	47%	13	62%	8	38%	16	57%	12	43%
First	—	—	—	—	12	67%	6	33%	14	70%	6	30%	11	55%	9	45%
Second	—	—	—	—	16	73%	6	27%	9	47%	10	53%	15	60%	10	40%
Third	—	—	—	—	16	67%	9	33%	17	74%	6	26%	9	41%	13	59%
Fourth	—	—	—	—	15	63%	9	38%	11	50%	11	50%	16	59%	11	41%
Fifth	—	—	—	—	12	52%	11	48%	16	59%	11	41%	13	59%	9	41%
Total	—	—	—	—	81	61%	53	40%	80	61%	52	39%	80	56%	64	44%
Grand Total		218				134				132				144		
Troost																
Kind.	76	99%	1	1%	5	71%	2	29%	16	52%	15	48%	13	59%	9	41%
First	68	94%	4	6%	66	96%	3	4%	16	80%	4	20%	35	78%	10	22%
Second	79	100%	—	—	66	97%	2	3%	58	95%	3	5%	41	82%	9	19%
Third	59	97%	2	3%	61	95%	3	5%	77	93%	6	7%	51	93%	4	7%
Fourth	86	99%	1	1%	60	97%	2	3%	69	97%	2	3%	77	94%	5	6%
Fifth	62	97%	2	3%	57	100%	—	—	63	95%	3	5%	61	95%	3	5%
Total	430	98%	10	2%	315	96%	12	4%	299	90%	33	10%	278	87%	40	13%
Grand Total		440				327				332				318		

Note: Percentages are rounded to the nearest whole percent. Enrollment data taken from the *September 28, 1988 Student Memership Report* (Research Office, 1988); the *September 27, 1989 Student Membership Report*, (Research Office, 1989); and the *September 26, 1990 Student Membership Report* (Research Office, 1990); and the *September 25, 1991 Student Census Count* (Admissions Office, 1991).

Table 2
Communication and Writing Magnet Elementary Schools
Classroom Observation Results 1991-1992

	Percent of Time			
	Combined	Attucks	New West	Troost
Area Observed	(N=1341 Minutes)	(N=459 Minutes)	(N=461 Minutes)	(N=420 Minutes)
Group Size				
Total	46%	50%	33%	57%
Individual	28%	34%	26%	25%
Small	24%	16%	38%	19%
Combination	2%	0%	4%	0%
Student Actions				
Reading	26%	19%	27%	34%
Listening	21%	19%	18%	26%
Writing	15%	12%	26%	7%
Problem solving	14%	19%	11%	11%
Creative writing	10%	13%	6%	13%
Hands-on	10%	17%	5%	7%
Critical thinking	2%	2%	3%	2%
Public speaking	1%	0%	3%	1%
Infusion Occuring	98%	96%	99%	100%
Use of Computer	19%	0%[1]	24%	4%
Teacher-Pupil Interaction				
Teacher direct	29%	32%	30%	25%
Teacher lecture	17%	17%	18%	13%
Teacher question	16%	16%	17%	15%
Teacher reads	12%	8%	10%	19%
Teacher encourage	10%	9%	10%	13%
Pupil respond	8%	9%	6%	6%
Pupil initiate	6%	6%	5%	0%
Teacher accepts	1%	2%	1%	1%
Teacher redirect	1%	1%	3%	0%

[1] Computers were available only in the computer laboratory.

Table 3

Communication and Writing Magnet Elementary Schools
Laboratory Observation Results 1991-1992

	Percent of Time			
	Combined	Attucks	New West	Troost
Area Observed	(N=1300 Minutes)	(N=440 Minutes)	(N=420 Minutes)	(N=440 Minutes)
Group Size				
Individual	77%	73%	90%	69%
Total	22%	27%	10%	28%
Small	1%	0%	0%	3%
Student Actions				
Creative writing	45%	42%	52%	41%
Writing	24%	27%	19%	25%
Public speaking	11%	15%	5%	13%
Hands-on	7%	8%	0%	13%
Problem solving	7%	1%	19%	2%
Listening	6%	6%	3%	7%
Critical thinking	0%	0%	0%	0%
Reading	0%	0%	1%	0%
Other academic	0%	0%	0%	0%
Infusion Occuring	100%	100%	99%	100%
Use of Computer	76%	70%	91%	67%
Teacher-Pupil Interaction				
Teacher direct	37%	36%	37%	38%
Teacher lecture	22%	21%	21%	24%
Teacher question	12%	13%	11%	11%
Pupil respond	11%	11%	10%	12%
Teacher redirect	1%	1%	2%	1%
Teacher encourage	9%	8%	11%	8%
Pupil initiate	8%	8%	9%	7%
Teacher accepts	0%	1%	0%	0%
Teacher reads	0%	1%	0%	0%

Table 4

Communications and Writing Magnet Elementary Schools
Physical Evidence of Theme - Percent of Observations

	Attucks	New West	Troost
STRANDS			
Journalism	29%	30%	29%
Commercial Art	27%	24%	26%
Photography	25%	24%	24%
TV	10%	12%	11%
Radio	6%	1%	9%
Electronics	4%	2%	2%
TYPE			
Poster	18%	18%	18%
Writings	18%	17%	9%
Vocabulary	17%	18%	20%
Books	17%	18%	18%
Art	17%	14%	18%
Photographs	10%	10%	9%
Props	2%	3%	2%
Banners	0%	4%	1%

Table 5

Communications and Writing Magnet Elementary Schools
Student Perceptions (N=272), Spring 1992

Questions	Yes	No
1. I'm glad I go to a communications and writing magnet school.	84%	16%
2. I like learning about communications and writing.	85%	15%
3. Someday I would like a job that lets me use communications skills.	68%	32%
4. Someday I would like a job that lets me use writing skills.	69%	31%
5. I am learning to use a computer.	96%	4%
6. I use the computer to write stories.	91%	9%
7. I have had an opportunity to use a camera this year.	51%	49%
8. I have participated in a school play or performance this year.	82%	18%
9. I am learning about different races and cultures.	79%	21%
10. Learning about different races and cultures has helped me get along better with other students at school.	66%	34%
11. The students at my school get along well with each other.	41%	59%
12. I think the students at my school are well behaved in class.	42%	58%
13. I feel safe at _____.	70%	30%
14. I think my teachers care about me.	89%	11%
15. I think my principal cares about me.	84%	16%
16. Someone in my family helps me with my homework.	88%	12%
17 I enjoyed the field trips this year.	87%	13%
18. I would like to go to this school next year.[1]	66%	33%
19. I have interesting things to do in the before-school extended day program.[2]	98%	2%
20. I have interesting things to do in the after-school extended day program.[3]	92%	8%

Note: Percentages are rounded to the nearest whole percent.

[1]First through fourth grades only.

[2]New West students attending morning extended day only.

[3]New West students attending afternoon extended day only.

Table 6

Communications and Writing Magnet Elementary Schools

Teacher Perceptions (N=70), Spring 1992

Questions	Yes	No
1. I have read the magnet theme program goals and objectives for this school.	96%	4%
2. I believe our school is implementing the magnet theme according to the identified program goals and objectives.	97%	3%
3. I have been able to infuse the magnet theme into the subject(s) I teach.	99%	1%
4. I am satisfied with the magnet theme staff development during the school year.	70%	30%
5. I have access to the necessary equipment and supplies I need to implement the magnet theme in the subject(s) I teach.	86%	14%
6. If I try really hard, I can get through to even the most difficult or unmotivated students.	85%	15%
7. The school is organized effectively to achieve its goals.	83%	17%
8. The school atmosphere generally is conducive to learning for all students.	90%	10%
9. The school has an effective program to maintain a high level of student attendance.	78%	22%
10. When it comes right down to it, a teacher can't do much to reach students because most of a students' motivation and performance depends on his or her environment outside of school.	13%	88%
11. Teachers in this school informally discuss instructional issues.	92%	8%
12. I feel professionally challenged teaching in the communications and writing magnet program.	99%	1%
13. I feel physically safe teaching at my school.	94%	6%
14. I believe students are making good academic progress in this magnet theme.	98%	2%
15. I have provided opportunities for my students to strengthen their writing skills.	98%	2%
16. I have provided opportunities for my students to strengthen their oral communication skills.	99%	1%
17. The following building level administrative support staff have provided the support I need to successfully implement the magnet theme at my school:		
Principal	89%	11%
Instructional assistant	85%	15%

Table 6 (cont.)
Communications and Writing Magnet Elementary Schools
Teacher Perceptions (N=70), Spring 1992

Questions	Yes	No
18. The following building magnet theme support staff have provided the support I need to successfully implement the magnet theme at this school:		
Resource teacher(s)	82%	18%
Paraprofessionals	90%	10%
19. There is good communication at my school between teachers and:		
Principal	72%	28%
Instructional assistant	92%	8%
Magnet resource staff	88%	12%
Other teachers	92%	8%
Students	97%	3%
Parents	69%	31%
20. Personally, how would you charaterize your commitment to the communications and writing theme?		
Committed to the theme	93%	
Neutral or indifferent	8%	
Not committed to the theme	—	
Object to the theme	—	

Note: Percentages are rounded to the nearest whole percent. Percentages do not include teachers not expressing an opinion.

Table 7
Communications and Writing Magnet Elementary Schools
Parent Perceptions (N=156), Spring 1992
Magnet Theme Knowledge and Choice

Questions		Yes	No
1.	When you applied to your school, was your application handled in a reasonable amount of time?	90%	10%
2.	Were you treated in a helpful and courteous manner when applying?	98%	2%
3.	How did you learn about the magnet school themes?		
	Newspaper	1%	99%
	Radio	—	100%
	Television	1%	99%
	Child	8%	92%
	Friend, relative, or neighbor	25%	75%
	School district brochure	6%	94%
	Child's previous school	42%	58%
	Magnet recruiter	5%	96%
	Other district personnel	14%	86%
4.	If any theme was available in any location, which theme would be your first choice?		
	CWR	72%	
	CLG & SCM	4% ea	
	CPT, ENS & VPA	3% ea	
	LGR & TRD	2% ea	
	BUS, LPS, MIL & SPN	1% ea	
5.	What theme would be your second choice?		
	CMP	20%	
	VPA	18%	
	CWR	15%	
	SCM	9%	
	LGR & SPN	7% ea	
	CPT	6%	
	CLG & TRD	4% ea	
	ENS & MIL	3% ea	
	AAS	1%	
6.	What are the major factors you would consider in chosing a school for your child?		
	Location	94%	7%
	Theme	88%	12%
	Availability of extended day program	40%	60%
	Number of students in classroom	96%	4%
	Racial balance	43%	57%
	Age or condition of building	85%	15%

Table 7 (cont.)
Communications and Writing Magnet Elementary Schools
Parent Perceptions (N=156), Spring 1992
Magnet Theme Knowledge and Choice

Questions		Yes	No
7.	Of the factors important to you, which would be the most important?		
	Location	40%	
	Theme	19%	
	Extended Day	1%	
	Number of students	25%	
	Racial balance	3%	
	Building	11%	
	Other	1%	
8.	Are you aware KCMSD reduced number of students in each class in 1985-1986 school year?	6%	94%
9.	Has smaller classes been a reason you enrolled in the KCMSD?	1%	99%

Note: Percentages are rounded to the nearest whole percent. Percentages do not include those parents did not expressing an opinion.

Table 8

Communications and Writing Magnet Elementary Schools

Parent Perceptions (N=156), Spring 1992

Magnet Theme and School Issues

Questions	Yes	No
1. Which was a factor in your decision to enroll at _____?		
Liked theme	15%	85%
Like school's location, close to home	47%	53%
Like school's location, but isn't closest to home	1%	99%
Theme was second choice, first choice wasn't available	4%	96%
Child attended last year and wanted to return	38%	62%
You or other children at _____	27%	71%
Assigned by district other theme choices not available	27%	73%
Assigned by district as you did not apply for a theme	3%	97%
Existing racial balance	—	100%
2. Satisfied with progress in reading?	88%	12%
3. Satisfied with progress in writing?	90%	10%
4. Satisfied with progress in math?	87%	13%
5. Believe theme will benefit child's career opportunities?	92%	8%
6. Believe theme has had a positive effect on child's achievement in school.	90%	10%
7. Believe theme has caused child to have more interest in school?	91%	8%
8. Satisfied with child's teachers?	94%	6%
9. Believe child's principal is responsive to your concerns?	97%	3%
10. Believe participation as parent is welcome?	99%	1%
11. Satisfied overall with school?	95%	5%
12. Communications from school are understandable and helpful?	98%	2%
13. Recommend school to other parents?	95%	5%
14. Feel child is safe?	97%	3%
15. Do you plan to send your child to this school next year?	83%	17%
16. Do you plan to send your child to a communications and writing school next year?[1]	49%	51%
17. Has your school helped parents be more understanding and sensitive toward people from different racial and ethnic groups?	80%	20%
18. Has your school helped child be more understanding and sensitive toward people of different racial and ethnic groups?	88%	12%

Note: Percentages are rounded to the nearest whole percent. Percentages do not include those parents not expressing an opinion.

[1] Asked parents of fifth grade students only.

Table 9

Communications and Writing Magnet Elementary Schools
Parent Perceptions (N=156), Spring 1992
Transportation Issues

Questions	Yes	No
1. Does your child use district transportation?	78%	22%
2. Believe transportation runs on schedule?[1]	96%	4%
3. Believe transportation runs in a reasonable amount of time?[1]	98%	2%
4. Believe transportation is safe?[1]	97%	3%

Note: Percentages are rounded to the nearest whole percent. Percentages do not include those parents not expressing an opinion.

[1]Percentages based upon parents using district transporatation.

Table 10

Communications and Writing Magnet Elementary Schools
New West Minority & Non-Minority Extended Day Enrollment Figures

Ethnic	Morning Only	Afternoon Only	Both Morning & Afternoon	1991-1992 Total N	1991-1992 Total %	1990-1991 Total N	1990-1991 Total %	1989-1990 Total N	1989-1990 Total %
Minority	30	23	83	136	73%	123	66%	110	63%
Non-Minority	9	16	26	51	27%	63	34%	66	38%
Total	39	39	109	187		186		176	

Note: Percentages are rounded to the nearest whole percent. Figures were provided by NewWest and include students in both the Foreign Language and the Communications and Writing programs.

Table 11
Communications and Writing Magnet Elementary Schools
New West Parent Questionnaire (N=28), Spring 1992
Extended Day

Questions	Yes	No
1. Does your child attend the extended day program?	36%	64%
2. Do you think the extended day program gives proper supervision to students?[1]	100%	—
3. Do you think the extended day program gives enough emphasis to academics?	78%	22%
4. What is the major reason(s) you sent your child to extended day:		
Parent/guardian work schedule	80%	20%
Child needs help to keep up or catch up on school work	—	100%
Enrichment classes	30%	70%
Other	—	100%
5. Would you send your child to a KCMSD school if there were no extended day?	100%	—

Note: Percentages are rounded to the nearest whole percent. Percentages do not include parents not expressing an opinion.

[1] Questions 2-5 asked only of parents enrolled in extended day.

Table 12

Communication and Writing Magnet Elementary Schools
Iowa Tests of Basic Skills Percentile Ranks
Spring 1989, 1990, 1991 & 1992

School	Reading					Language					Math				
Grade / Ethnicity	1989	1990	1991	1992	Dist. 1992	1989	1990	1991	1992	Dist. 1992	1989	1990	1991	1992	Dist. 1992
Attucks				--	--				62	59				76	63
Kindergarten	89	89	--	--		69	59	60	51		90	83	57	76	
Minority(N=25)	--	90	--	--		--	79	71	73		--	91	65	77	
Non-Minority (N=17)															
First Grade				81	56				88	73				92	64
Minority (N=28)	72	79	62	81		92	92	89	88		84	82	81	90	
Non-Minority (N=12)	77	29	60	80		95	43	87	87		89	30	82	94	
Second Grade				80	53				82	66				92	67
Minority(N=33)	59	69	79	83		79	78	81	84		67	72	82	92	
Non-Minority (N=7)	--	67	73	59		--	77	93	75		--	83	95	88	
Third Grade				48	45				62	58				60	49
Minority (N=36)	20	38	43	49		33	54	59	64		33	41	38	60	
Non-Minority (N=4)	17	40	43	34		12	37	59	51		8	20	37	58	
Fourth Grade				38	41				58	50				46	48
Minority (N=43)	25	26	30	42		54	46	41	61		40	34	30	49	
Non-Minority (N=13)	63	44	33	29		82	57	44	42		64	52	25	38	
Fifth Grade				32	43				45	50				37	44
Minority (N=35)	36	30	26	33		56	45	47	45		44	39	28	35	
Non-Minority (N=9)	31	69	36	30		55	64	45	43		38	61	31	48	
Troost				--	--				72	59				66	63
Kindergarten	70	93	--	--		44	64	45	66		50	65	79	72	
Minority (N=23)	--	97	--	--		--	74	57	85		--	95	83	64	
Non-Minority (N=9)															
First Grade				55	56				71	73				41	64
Minority (N=34)	33	34	36	60		47	57	56	73		27	32	30	43	
Non-Minority (N=10)	64	--	33	38		42	--	37	65		20	--	19	35	
Second Grade				34	53				64	66				70	67
Minority(N=44)	32	49	48	35		55	72	75	64		38	40	57	68	
Non-Minority (N=8)	--	63	77	32		--	75	74	61		--	38	64	83	
Third Grade				39	45				54	58				44	49
Minority (N=53)	39	31	27	38		58	49	47	54		41	34	27	43	
Non-Minority (N=2)	--	56	31	60		--	60	43	59		--	63	30	76	
Fourth Grade				28	41				41	50				35	48
Minority (N=73)	30	31	29	28		39	50	40	42		28	36	33	35	
Non-Minority (N=7)	--	72	30	35		--	77	55	35		--	88	47	35	
Fifth Grade				32	43				46	50				37	44
Minority (N=62)	40	37	35	32		60	51	44	46		49	38	32	37	
Non-Minority (N=2)	66	--	60	19		78	--	64	32		74	--	57	35	

Table 12 (cont.)

Communication and Writing Magnet Elementary Schools
Iowa Tests of Basic Skills Percentile Ranks
Spring 1989, 1990, 1991 & 1992

School	Reading					Language					Math				
Grade / Ethnicity	1989	1990	1991	1992	Dist. 1992	1989	1990	1991	1992	Dist. 1992	1989	1990	1991	1992	Dist. 1992
New West				--	--				55	59				44	63
Kindergarten	--	72	--	--		--	33	56	68		--	44	52	57	
Minority (N=9)	--	83	--	--		--	54	58	37		--	63	71	33	
Non-Minority (N=9)															
First Grade				51	56				59	73				57	64
Minority (N=11)	--	45	39	51		--	53	37	56		--	31	38	50	
Non-Minority (N=8)	--	73	61	50		--	72	55	64		--	61	72	66	
Second Grade				55	53				58	66				71	67
Minority(N=13)	--	35	30	51		--	50	39	55		--	41	46	65	
Non-Minority (N=10)	--	48	66	61		--	58	66	68		--	56	69	78	
Third Grade				46	45				59	58				53	49
Minority (N=8)	--	33	36	32		--	51	59	39		--	21	49	33	
Non-Minority (N=11)	--	59	30	56		--	62	61	71		--	57	56	66	
Fourth Grade				31	41				39	50				35	48
Minority (N=11)	--	33	25	26		--	35	34	31		--	25	29	32	
Non-Minority (N=10)	--	67	39	40		--	72	38	49		--	53	34	40	
Fifth Grade				42	43				47	50				36	44
Minority (N=10)	--	29	29	35		--	49	37	45		--	31	20	34	
Non-Minority (N=9)	--	44	62	49		--	59	66	50		--	70	57	38	

Note: Percentages are rounded to the nearest whole percent.

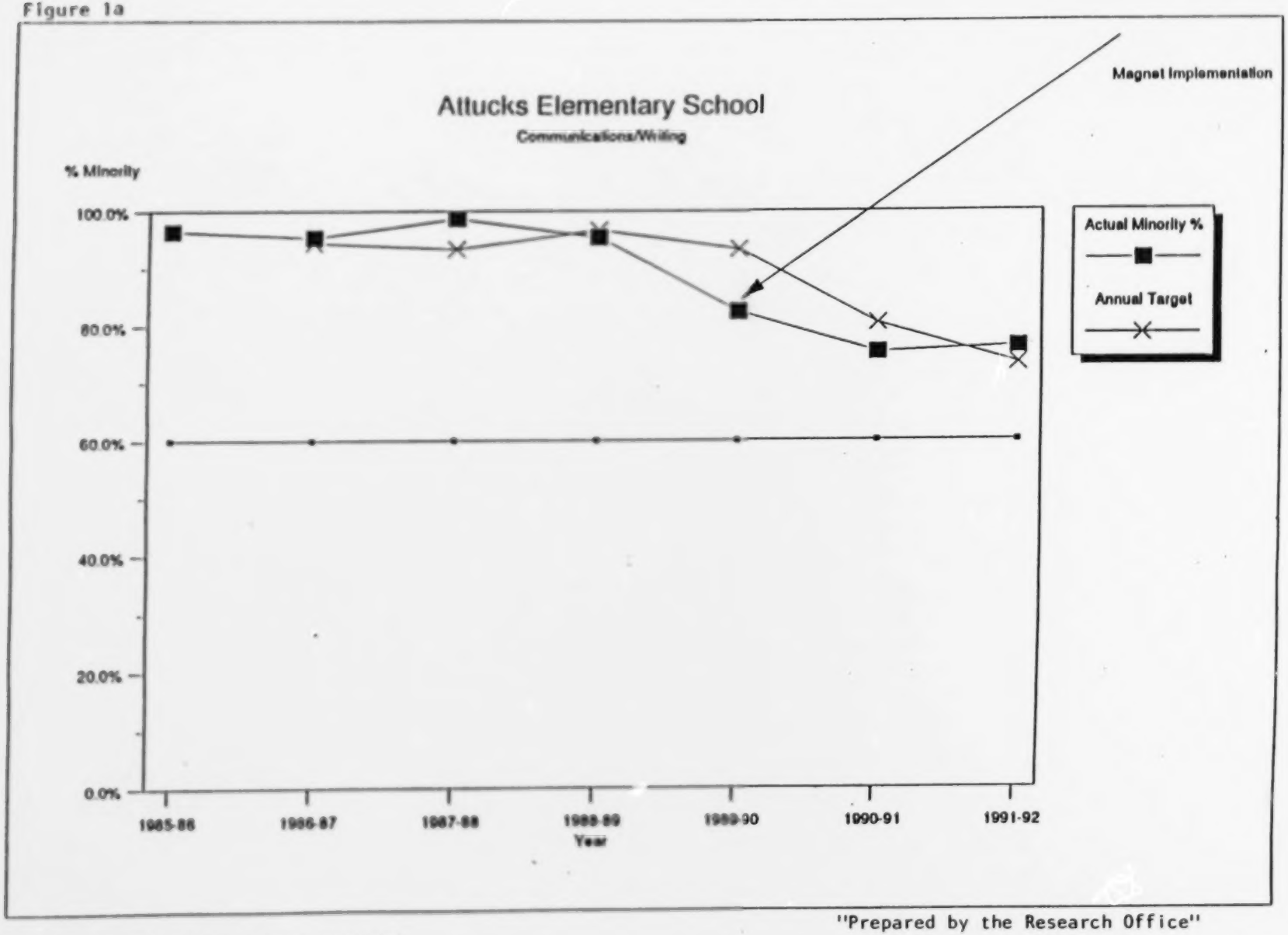
Table 13

Communications and Writing Magnet
Elementary Schools
Missouri Mastery & Achievement Tests
Average Scale Scores, Third Grade, 1991

Schools	Reading/ Language Arts	Math
Attucks	281	285
New West	272	284
Troost	308	304
District	281	289
State	323	339

PERCENT MINORITY ENROLLMENT 1985-86 TO 1991-92

Figure 1a



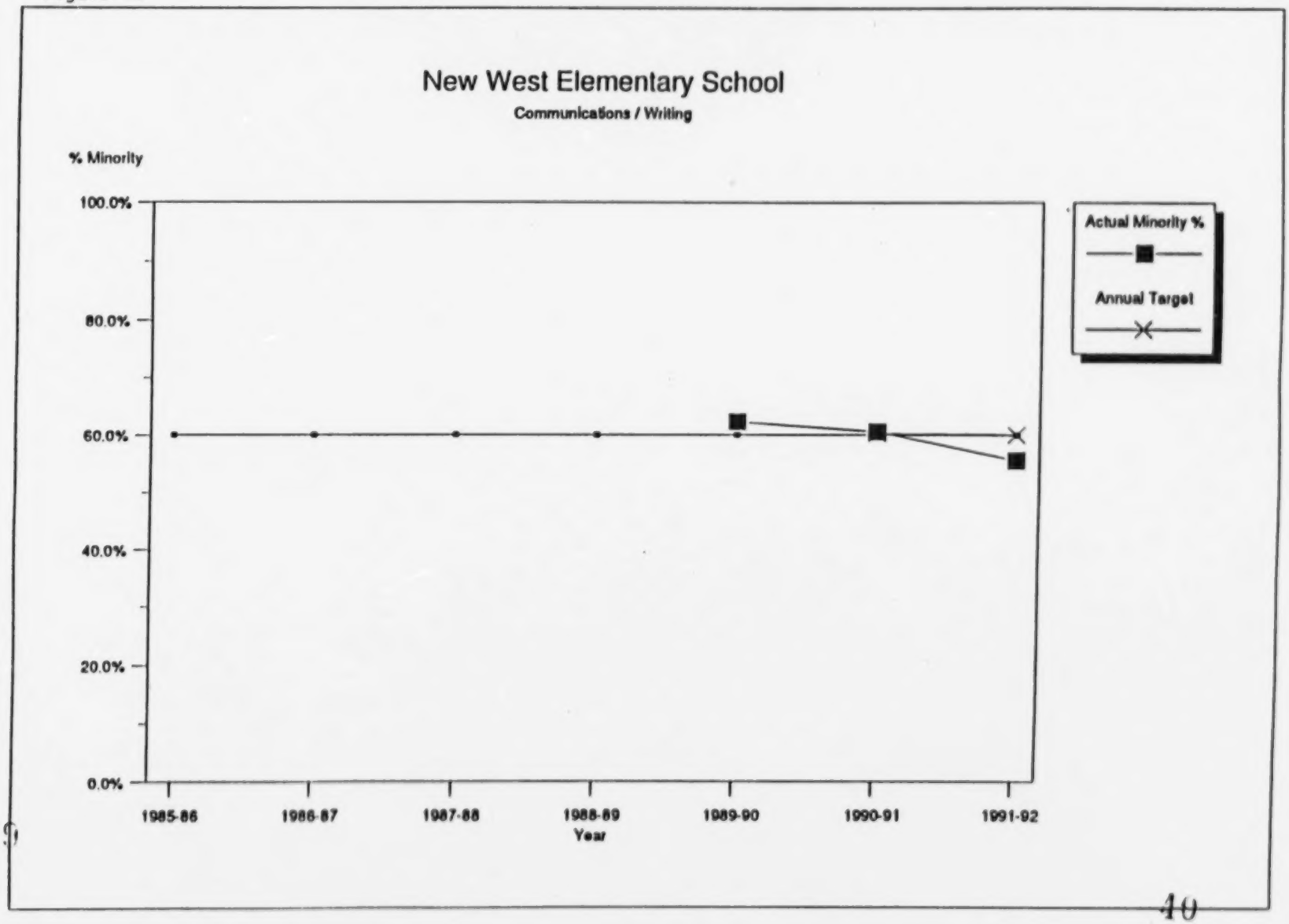
"Prepared by the Research Office"

Self Contained special education enrollment not included

Annual Target = 2% decrease in minority percent from the prior year's enrollment until the minority percentreaches 60%.

PERCENT MINORITY ENROLLMENT 1985-86 TO 1991-92

Figure 1b

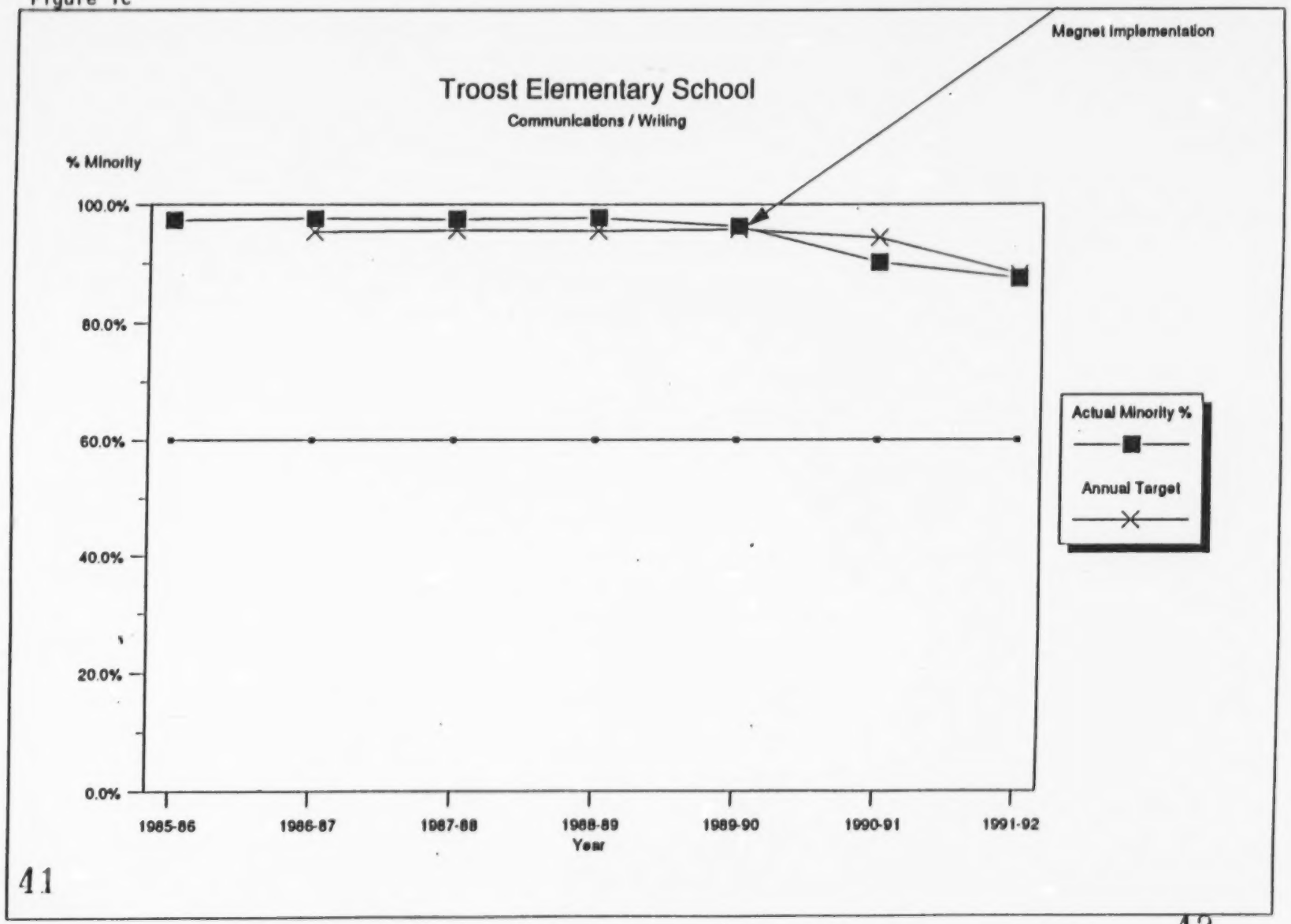


Self-Contained special education enrollment not included

Annual Target = 2% decrease in minority percent from the prior year's enrollment until the minority percent reaches 60%.

PERCENT MINORITY ENROLLMENT 1985-86 TO 1991-92

Figure 1c



41

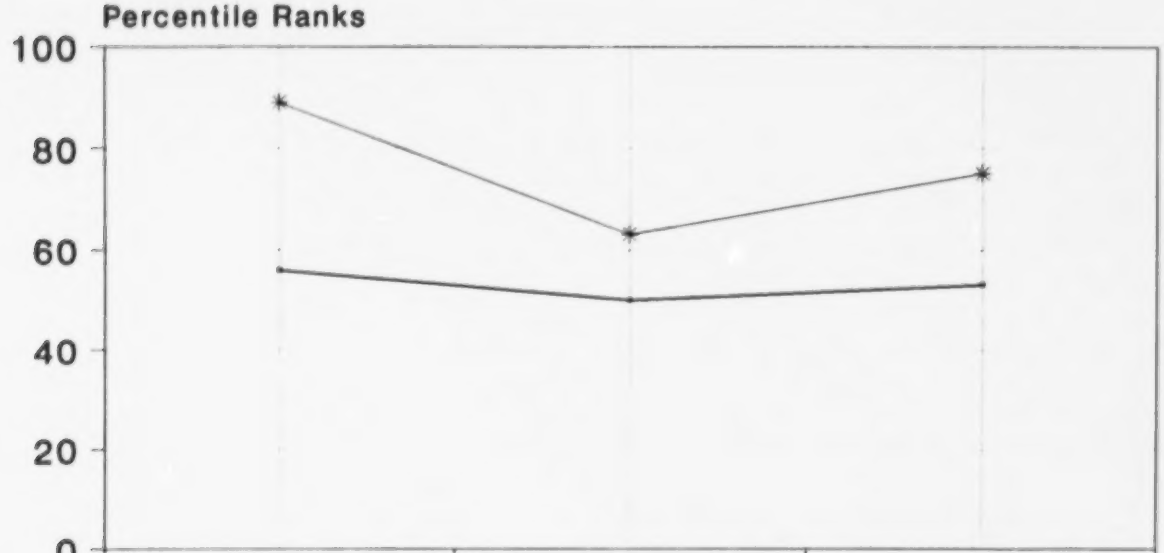
42

Self-Contained special education enrollment not included

Annual Target = 2% decrease in minority percent from the prior year's enrollment until the minority percent reaches 60%.

FIGURE 2

ITBS Reading Achievement
1990 Kindergarten Cohort CWR Students

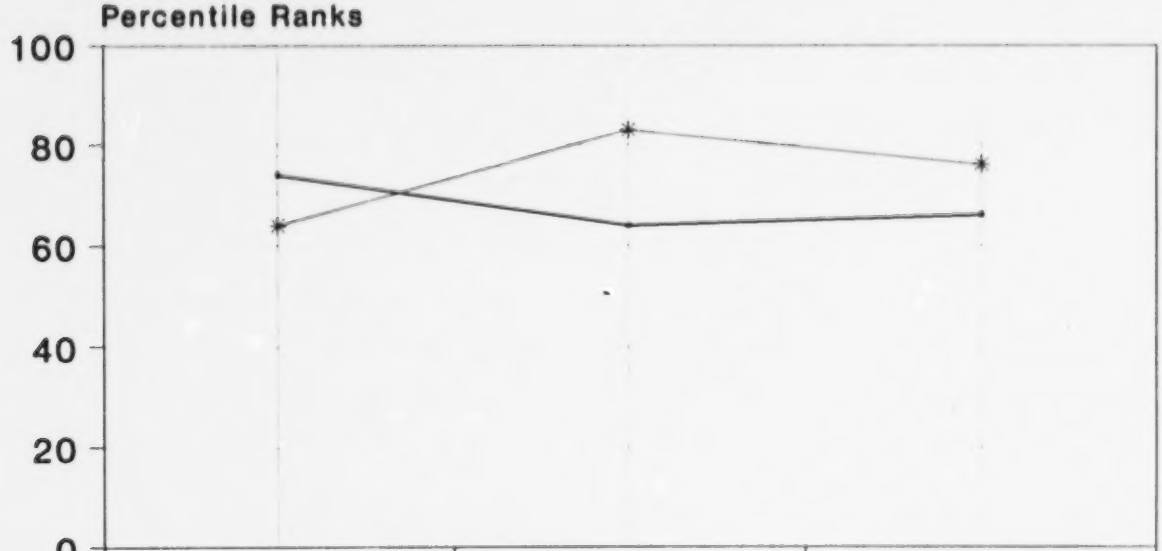


	Kindergarten '90	First '91	Second '92
CWR	89	63	75
District	56	50	53

Note:Percentile ranks were converted from mean grade equivalent scores.

FIGURE 3

ITBS Language Achievement
1990 Kindergarten Cohort CWR Students

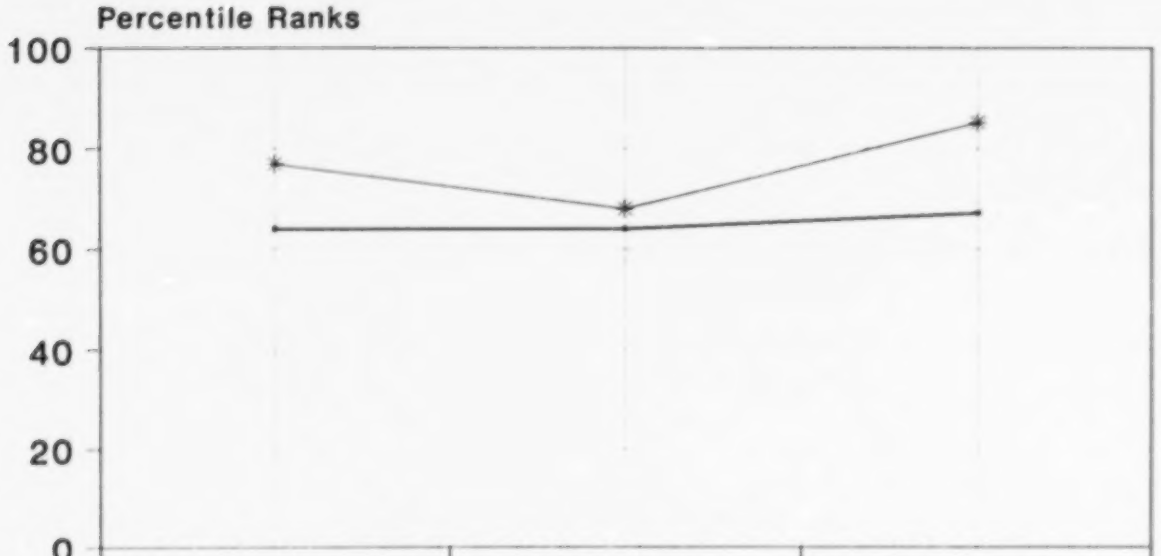


	Kindergarten '90	First '91	Second '92
CWR	64	83	76
District	74	64	66

Note:Percentile ranks were converted from mean grade equivalent scores.

FIGURE 4

ITBS Math Achievement
1990 Kindergarten Cohort CWR Students



	Kindergarten '90	First '91	Second '92
CWR	77	68	85
District	64	64	67

Note:Percentile ranks were converted from mean grade equivalent scores.

Table A, Table A-1

Communications and Writing Magnet Elementary Schools
Student Perceptions, Spring 1990, 1991, and 1992

Questions	1989-1990 (N=229)		1990-1991 (N=278)		1991-1992 (N=272)	
	Yes	No	Yes	No	Yes	No
1. I'm glad I go to a communications and writing magnet school.	—	—	90%	10%	84%	16%
2. I like learning about communications and writing.	—	—	91%	10%	85%	15%
3. I am learning to use a computer.	—	—	92%	8%	96%	4%
4. I use the computer to write stories.	85%	15%	88%	12%	91%	9%
5. I have had an opportunity to use a camera this year.	40%	60%	67%	33%	51%	49%
6. I have participated in a school play or performance this year.	88%	12%	87%	13%	82%	18%
7. The students at my school get along well with each other.	—	—	21%	80%	41%	59%
8. I feel safe at _____.	—	—	70%	30%	70%	30%
9. I think my teachers care about me.	—	—	88%	12%	89%	11%
10. I enjoyed the field trips this year.	95%	5%	89%	11%	87%	13%
11. I would like to go to this school next year.[1]	—	—	77%	23%	66%	33%
12. I have interesting things to do in the before-school extended day program.[2]	—	—	80%	20%	98%	2%
13. I have interesting things to do in the after-school extended day program.[3]	—	—	88%	12%	92%	8%

Note: Percentages are rounded to the nearest whole percent.

[1]First through fourth grades only.
[2]New West students attending morning extended day.
[3]New West students attending afternoon extended day.

Appendix A, Table A-2

Communications and Writing Magnet Elementary Schools
Student Perceptions, Spring 1992 by School

Questions	Attucks (N=86)	New West (N=103)	Troost (N=83)
	Percent	Responding	Favorably
1. I am glad I go to a communications and writing magnet school.	83%	91%	76%
2. I like learning about communications and writing.	90%	85%	80%
3. Someday I would like a job that lets me use communications skills.	61%	76%	67%
4. Someday I would like a job that lets me use writing skills.	72%	72%	63%
5. I am learning to use a computer.	95%	94%	99%
6. I use the computer to write stories.	93%	91%	90%
8. I have had an opportunity to use a camera this year.	51%	44%	60%
9. I have participated in a school play or performance this year.	81%	74%	92%
10. I am learning about different races and cultures.	83%	76%	80%
11. Learning about different races and cultures has helped me get along better with other students at school.	73%	71%	54%
12. The students at my school get along well with each other.	48%	35%	41%
13. I think the students at my school are well behaved in class.	57%	28%	43%
14. I feel safe at _____.	69%	66%	77%
15. I think my teachers care about me.	87%	85%	94%
16. I think my principal cares about me.	80%	88%	82%
17. Someone in my family helps me with my homework.	77%	93%	93%
18. I enjoyed the field trips this year.	87%	87%	88%
19. I would like to go to this school next year.[1]	68%	69%	60%
20. I have interesting things to do in the before-school extended day program.[2]	—	98%	—
21. I have interesting things to do in the after-school extended day program.[3]	—	92%	—

Note: Percentages are rounded to the nearest whole percent.

[1]First through fourth grades only.

[2]New West students attending morning extended-day only.

[3]New West students attending afternoon extended day only.

Appendix B, Table B-1
Communications and Writing Magnet Elementary Schools
Teacher Perceptions, Spring 1990, 1991, and 1992

Questions	1989-90 (N=59) Yes	1989-90 (N=59) No	1990-1991 (N=54) Yes	1990-1991 (N=54) No	1991-1992 (N=70) Yes	1991-1992 (N=70) No
1. The school implemented the theme according to identified goals and objectives.	81%	19%	91%	9%	97%	3%
2. The school climate is conducive to the theme.	71%	29%	92%	8%	90%	10%
3. I am satisfied with staff development/in-services regarding the theme.	83%	17%	80%	20%	70%	30%
4. Supplies and materials are sufficient to teach the theme.	85%	15%	90%	10%	86%	14%
5. I am able to infuse the theme into the basic curricula.	94%	6%	96%	4%	99%	1%
6. The students are making good academic progress.	86%	14%	87%	13%	98%	2%
7. Ratings of magnet program.						
Excellent	28%		29%		27%	
Good	43%		50%		59%	
Average	14%		21%		10%	
Fair	12%		—		4%	
Poor	2%		—		—	

Note: Percentages are rounded to the nearest whole percent. Percentages do not include teachers not expressing an opinion.

Appendix B, Table B-2
Communications and Writing Magnet Elementary Schools
Teacher Perceptions by School, Spring 1992

Questions	Attucks (N=24)		New West (N=7)		Troost (N=33)	
	Yes	No	Yes	No	Yes	No
1. I have read the magnet theme program goals and objectives for this school.	100%	—	100%	—	91%	9%
2. I believe our school is implementing the magnet theme according to the identified program goals and objectives.	96%	4%	100%	—	97%	3%
3. I have been able to infuse the magnet theme into the subject(s) I teach.	100%	—	100%	—	97%	3%
4. I am satisfied with the magnet theme staff development during the school year.	68%	32%	50%	50%	76%	24%
5. I have access to the necessary equipment and supplies I need to implement the magnet theme in the subject(s) I teach.	92%	8%	71%	29%	82%	18%
6. If I try really hard, I can get through to even the most difficult or unmotivated students.	86%	14%	20%	80%	93%	7%
7. The school is organized effectively to achieve its goals.	86%	14%	50%	50%	84%	16%
8. The school atmosphere generally is conducive to learning for all students.	96%	4%	29%	71%	97%	3%
9. The school has an effective program to maintain a high level of student attendance.	80%	20%	17%	83%	83%	17%
10. When it comes right down to it, a teacher can't do much to reach students because most of a students' motivation and performance depends on his or her environment outside of school.	—	100%	—	100%	18%	82%
11. Teachers in this school informally discuss instructional issues.	96%	4%	100%	—	90%	10%
12. I feel professionally challenged teaching in the communications and writing magnet program.	96%	4%	100%	—	100%	—
13. I feel physically safe teaching at my school.	88%	13%	100%	—	97%	3%
14. I believe students are making good academic progress in this magnet theme.	96%	4%	83%	17%	90%	10%
15. I have provided opportunities for my students to strengthen their writing skills.	95%	5%	100%	—	94%	6%
16. I have provided opportunities for my students to strengthen their oral communication skills.	100%	—	100%	—	97%	3%
17. The following building level administrative support staff have provided the support I need to successfully implement the magnet theme at my school:						
Principal	96%	5%	86%	14%	87%	13%
Instructional assistant	96%	5%	86%	14%	75%	25%

Appendix B, Table B-2 (cont.)
Communications and Writing Magnet Elementary Schools
Teacher Perceptions by School, Spring 1992

Questions		Attucks (N=24)		New West (N=7)		Troost (N=33)	
		Yes	No	Yes	No	Yes	No
18.	The following building magnet theme support staff have provided the support I need to successfully implement the magnet theme at this school:						
	Resource teacher(s)	76%	24%	71%	29%	86%	14%
	Paraprofessionals	86%	14%	100%	—	88%	12%
19.	There is good communication at my school between teachers and:						
	Principal	77%	23%	33%	67%	73%	27%
	Instructional assistant	96%	4%	100%	—	84%	16%
	Magnet resource staff	80%	20%	83%	17%	93%	7%
	Other teachers	96%	4%	100%	—	91%	8%
	Students	96%	4%	100%	—	100%	—
	Parents	65%	35%	100%	—	69%	31%
20.	Personally, how would you charaterize your commitment to the communications and writing theme?						
	Committed to the theme	96%		100%		91%	
	Neutral or indifferent	4%		—		9%	
	Not committed to the theme	—		—		—	
	Object to the theme	—		—		—	

Note: Percentages are rounded to nearest whole percent. Percentages do not include teachers not expressing an opinion.

Appendix B, Table B-3

Communications and Writing Magnet Elementary Schools
Teacher Ratings of Magnet Program By School
Spring 1990, 1991, and 1992

School Year	Excellent	Good	Average	Fair	Poor
Attucks					
1989-1990	39%	52%	9%	—	—
1990-1991	11%	74%	16%	—	—
1991-1992	29%	63%	8%	—	—
New West					
1989-1990	40%	40%	20%	—	—
1990-1991	57%	43%	—	—	—
1991-1992	14%	57%	14%	14%	—
Troost					
1989-1990	17%	38%	17%	24%	3%
1990-1991	35%	35%	31%	—	—
1991-1992	30%	55%	12%	3%	—

Note: Percentages are rounded to the nearest whole percent.

Appendix C, Table C-1

Communications and Writing Magnet Elementary Schools
Parent Perceptions by School, Spring 1992
Magnet Theme and School Issues

Questions	Attucks (N=64)		NewWest (N=28)		Troost (N=62)	
	Yes	No	Yes	No	Yes	No
1. Which was a factor in your decision to enroll at ____?						
Liked theme	23%	77%	18%	82%	7%	94%
Like school's location, close to home	30%	70%	54%	46%	63%	37%
Like school's location, but isn't closest to home	—	100%	—	100%	2%	98%
Theme was second choice, first choice wasn't available	2%	98%	—	100%	7%	63%
Child attended last year and wanted to return	20%	80%	18%	82%	63%	36%
You or other children at this school	10%	90%	19%	82%	53%	47%
Assigned by district as other theme choices not available	30%	70%	22%	78%	24%	76%
Assigned by district as you did not apply for a theme	6%	94%	—	100%	—	100%
Existing racial balance	—	100%	—	100%	—	100%
2. Satisfied with progress in reading?	94%	6%	79%	21%	86%	15%
3. Satisfied with progress in writing?	95%	5%	79%	21%	89%	11%
4. Satisfied with progress in math?	89%	11%	89%	11%	84%	16%
5. Believe theme will benefit child's career opportunities?	90%	10%	89%	11%	97%	3%
6. Believe theme has had a positive effect on child's achievement in school.	89%	11%	86%	14%	93%	7%
7. Believe theme has caused child to have more interest in school?	88%	12%	89%	11%	95%	5%
8. Satisfied with child's teachers?	97%	3%	85%	15%	93%	7%
9. Believe child's principal is responsive to your concerns?	98%	2%	93%	7%	94%	6%
10. Believe participation as parent is welcome?	98%	2%	100%	—	100%	—
11. Satisfied overall with school?	98%	2%	82%	18%	97%	3%
12. Communications from school are understandable and helpful?	97%	3%	100%	—	98%	2%
13. Recommend school to other parents?	97%	3%	89%	11%	97%	3%
14. Feel child is safe?	95%	5%	96%	4%	100%	—
15. Do you plan to send your child to this school next year?	91%	9%	80%	20%	93%	7%
16. Do you plan to send your child to a communications and writing school next year?[1]	63%	37%	—	100%	42%	58%

Appendix C, Table C-1 (cont.)

Communications and Writing Magnet Elementary Schools
Parent Perceptions by School, Spring 1992
Magnet Theme and School Issues

Questions	Attucks (N=64)		NewWest (N=28)		Troost (N=62)	
	Yes	No	Yes	No	Yes	No
17. Has your school helped parents be more understanding and sensitive toward people from different racial and ethnic groups?	77%	23%	96%	4%	77%	23%
18. Has your school helped child be more understanding and sensitive toward people of different racial and ethnic groups?	86%	14%	92%	8%	87%	13%

Note: Percentages are rounded to the nearest whole percent. Percentages do not include parents not expressing an opinion.
[1] Asked parents of 5th grade students only.

Appendix C, Table C-2
Communications and Writing Magnet Elementary Schools
Parent Perceptions By School, Spring 1992
Magnet Theme Knowledge and Choice

Questions	Attucks (N=64)		New West (N=28)		Troost (N=62)	
	Yes	No	Yes	No	Yes	No
1. When you applied to your school was your application handled in a reasonable amount of time?	89%	11%	86%	14%	92%	8%
2. Were you treated in a helpful and courteous manner when applying?	96%	4%	100%	—	98%	2%
3. How did you learn about the magnet school themes?						
Newspaper	2%	98%	—	100%	2%	98%
Radio	—	100%	—	100%	—	100%
Television	—	100%	4%	96%	—	100%
Child	5%	95%	14%	86%	8%	92%
Friend, relative, or neighbor	20%	80%	18%	82%	32%	68%
School district brochure	6%	94%	11%	89%	3%	97%
Child's previous school	36%	64%	18%	82%	60%	40%
Magnet recruiter	6%	94%	11%	89%	—	100%
Other district personnel	17%	83%	14%	86%	10%	90%
4. If any theme was available in any location, which theme would be your first choice?						
CWR	67%		61%		85%	
BUS	—		4%		—	
CLG	5%		4%		3%	
CMP	3%		7%		2%	
CPT	5%		4%		—	
ENS	3%		4%		3%	
LGR	3%		4%		—	
LPS	2%		—		—	
MIL	2%		—		—	
SCM	2%		4%		5%	
SPN	—		7%		—	
TRD	3%		4%		—	
VPA	5%		—		2%	
5. What are the major factors you would consider in chosing a school for your child?						
Location	91%	9%	96%	4%	95%	5%
Theme	91%	9%	86%	14%	85%	15%
Availability of extended day	50%	50%	25%	75%	36%	65%
Number of students in classroom	92%	8%	100%	—	97%	30%
Racial balance	42%	58%	32%	68%	48%	52%
Age or condition of building	84%	16%	82%	18%	87%	13%

Appendix C,Table C-2(cont.)
Communications and Writing Magnet Elementary Schools
Parent Perceptions By School, Spring 1992
Magnet Theme Knowledge and Choice

Questions	Attucks (N=64)		New West (N=28)		Troost (N=62)	
	Yes	No	Yes	No	Yes	No
6. Of the factors important to you, which would be the most important?						
Location	49%		39%		37%	
Theme	28%		14%		13%	
Extended Day	—		—		2%	
Number of students	12%		39%		32%	
Racial balance	3%		—		5%	
Age or condition of building	13%		7%		12%	
7. Are you aware KCMSD reduced number of students in each class in 1985-1986 school year?	9%	91%	4%	96%	3%	97%

Note: Percentages are rounded to the nearest whole percent. Percentages do not include those parents not expressing an opinion.

Appendix C, Table C-3

Communications and Writing Magnet Elementary Schools
Parent Perceptions, Spring 1990, 1991, and 1992

Questions	1989-90 (N=145)		1990-91 (N=204)		1991-92 (N=156)	
	Yes	No	Yes	No	Yes	No
1. When you applied at this school was your application handled in a reasonable amount of time?	92%	8%	88%	12%	90%	10%
2. I am satisfied with the communications/writing program.	92%	8%	95%	5%	95%	5%
3. I am satisfied with my child's teachers.	91%	9%	93%	7%	94%	6%
4. The principal is responsive to my concerns.	93%	7%	89%	11%	97%	3%
5. Communications from school are understandable and helpful.	92%	8%	97%	3%	98%	2%
6. I feel welcome at _____.	97%	3%	96%	4%	99%	1%
7. I would recommend _____ communications/writing magnet to other parents.	93%	7%	93%	7%	95%	5%
8. I feel that my child is safe at _____.	—	—	95%	5%	97%	3%
9. Transportation takes a reasonable amount of time.[1]	80%	20%	94%	6%	98%	2%

Note: Percentages are rounded to the nearest whole percent. Percentages do not include parents not expressing an opinion.

[1] Based on the number of parents stating their child used district transportation.

Appendix C, Table C-4

Communications and Writing Magnet Elementary Schools
Parent Perceptions By School, Spring 1992
Transportation Issues

Questions	Attucks (N=64)		NewWest (N=28)		Troost (N=62)	
	Yes	No	Yes	No	Yes	No
1. Does your child use district transportation?	84%	16%	82%	18%	71%	29%
2. Believe transportation runs on schedule?[1]	93%	7%	100%	—	98%	2%
3. Believe transportation runs in a reasonable amount of time?[1]	97%	3%	100%	—	100%	—
4. Believe transportation is safe?[1]	97%	3%	100%	—	96%	4%

Note: Percentages are rounded to the nearest whole percent. Percentages do not include parents not expressing an opinion.

[1]Percentages based upon parents using district transporatation.